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ABSTRACT

These conference proceedings contain abstracts of papers that were submitted for presentation and descriptions of all presentations and workshops from a conference on volunteerism. Three papers are included in full. Organized in five sections, the following are included: "Building Better Young People: Powerful and Practical Techniques to Teach Youth" (Brandywein); "Engaging Youth as Volunteers" (Beugen); "Peer Counseling Programs" (Clark); "Strengthening Adult-Youth Interactions"--complete paper (Groff); "Legal Issues in Youth Volunteerism" (Colley); "Cooperation and Competition: A Volunteer's Responsibility" (Maddy); "What's in It for YOUth?" (panel discussion); "Youth Leadership Skills" (Shelly); "The Role of the Community Relations Professional in Shaping the Corporate Social Vision" (Goldberg); "How to Develop an Employee Volunteer Program (Galligan); "Getting Media Coverage for Your Community" (panel discussion); "Preparing Employees for Community Leadership" (Jenkins); "Legal Ramifications of Employee Volunteer Program" (McCurley); "Gaining Management Support for Your Program" (Galligan); "Environmental Issues and Employee Involvement" (DeWein); "Involving Retirees and Labor Unions in Employee Volunteerism" (Hester, Breitenstein); "Special Events Spell Success" (Phillips); "How to Effectively Raise Money in the 90s" (Nichols); "Serving the Diverse Community" (Richards); "Technology for the 90s--How to Choose It" (Risch); "Organizational Values and Culture" (Shullman); "High Tech, Grass Roots Technology for the 90s--How to Use It"--complete paper (Souder); "Focus on the Future: Where Do We Want Volunteerism to Go" (Ellis); "Improving Your Listening Skills" (Savage); "Assessing Our Impact" (Ellis); "Managing the New Volunteer" (Cooper); "Influence Strategies" (Verble); "Legal Issues in Volunteerism" (Colley); "Volunteers: Guardians of Social Change"--complete paper (Lonergan); "Designing a Service Learning Program" (Beugen); "Volunteering Is for Everyone" (Bernstein); "The Interviewer as In-Depth Listener" (Savage); "Communicating Confidence" (Verble); "Staying on Purpose" (Braham); "Time Mastery" (White); "Creativity and Innovation: Zip!" (Schubert); "Effective Communication Skills" (Donadio); "The Legal Environment of Volunteer Referral Agencies" (McCurley); and "Managing Conflict with and among Young People" (Trichel). (KC)

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CONFERENCE PROCEEDINGS VOLUNTEER VENTURE '92

The Annual Statewide Conference on Volunteerism
"NEW HORIZONS . . . . NEW VENTURES"
May 27 - 29, 1992
Columbus, Ohio

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Edited by
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CE 062 615

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May 27, 1992

Dear Volunteer Venture '92 Participant:

In keeping with our theme, "New Horizons...New Ventures," this diskette is a new venture into the technology of the 90's.

This year we asked our presenters to submit abstracts of their presentations. The six we received are on this diskette, along with descriptions of all conference workshops and the names, addresses and phone numbers of presenters.

I hope you find this useful. Enjoy!

Sincerely,

Mary V. Merrill
Conference Coordinator
CALLVAC Services, Inc.
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Columbus, OH 43215
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YOUTH VOLUNTEERISM

Youth Volunteerism for adults is designed to help volunteers who work with youth to better understand their role, the youth they work with and the vast opportunities for service learning. And we invite the youth themselves to attend in order to learn more about volunteering, the leadership skills they can gain, and the many opportunities their peers have already discovered.

KEYNOTE: Building Better Young People: Powerful and practical techniques to teach youth

Michael Brandywein, 3 Coventry Lane, Lincolnshire, Illinois 60069, 708/940-9820

(No Abstract Submitted)

This is a nationally acclaimed presentation of specific and practical techniques that you can use immediately. skills include: developing self-esteem, creativity, responsibility, and independence; guiding youth to good choices; communication tools to build trust, cut through tension, and teach problem solving; and more.

ENGAGING YOUTH AS VOLUNTEERS

Paula Beugen, Associate Director of the Minnesota Office on Volunteer Services, Dept. of Aministration, 500 Rice St., St. Paul, Minnesota 44144, 612/296-4731

(No Abstract Submitted)

Youth volunteerism is expanding. Learn how to involve youth volunteers in your organization by listening to young people talk about what interested them to volunteer. Paula Beugen, Associate Director of the Minnesota Office on Volunteer Services will facilitate and show how a comprehensive plan for youth community service can make a difference in your community.

PEER COUNSELING PROGRAMS- DARE TO BE YOU

Richard W. Clark, Extension Specialist, 4-H, 203 Agricultural Administration Building, 2120 Fyffe Rd., Columbus, Ohio 43210, 614/292-0202

Key Words: peer counseling, self-esteem, substance abuse prevention, decision making

The Dare To Be You program was developed by Jan Miller-Heyl of the Colorado Cooperative Extension Service at the Colorado State University. The program has received national recognition through the Office of Substance Abuse Prevention, National Prevention Network, and the National Association of State Alcohol and Drug Abuse Directors.

The program is designed to assist communities in reducing the number of young people who become involved in substance abuse, teen pregnancy, or drop out of school. Youth learn skills to resist peer pressure, make wise decisions, communicate effectively, increase self-esteem and self-responsibility, develop strong family support systems, and learn role model awareness. The program is designed to be used by parents, youth, teachers, church and service organizations, and other agencies. It can be used alone or to reinforce or supplement existing programs. The

format can easily be shared with and used by anyone working with youth. It is designed to be flexible to individual community needs and expertise and yet provide a framework for development of a community approach to reducing problem behaviors.

To be most effective, the skills learned in this program need to be developed before the ages of 13 or 14, when the greatest adolescent changes occur. Therefore the target group is 8-12 year old youth. However the strategies can and should be used with all ages. The program is designed to reach the target group both directly and indirectly through parents, teachers, other adult care givers and teens. To have optimal impact a series of workshops that reach adults and teens should be conducted so that these trained teens and adults can carry out a series of activities with younger children over time.

The Dare To Be You program has many educational materials available. The Community Leader's Manual is the core notebook. It provides the educational information, teaching plans, overhead masters and activities. It is set up for adult, teen and youth programs. The notebook is available for $46.00. Also available is a K-12 School Curriculum. These materials are designed for both one-on-one interaction, as in parenting or counseling situations, or as group activities in youth groups or classrooms. The curriculum has 5 volumes. They include: Volume 1- Introduction; Volume 2- K through grade 2; Volume 3- third through fifth grades; Volume 4- sixth through eighth grades; and Volume 5- Peer Counselor (high school). These materials are available for $150/set or $35/volume.

Additional information about educational materials or to order materials should be directed to:

Jan Miller-Heyl
Dare To Be You Program
136 Aylesworth Hall MW
Colorado State University
Fort Collins, CO 80523
(303) 491-6421

The Dare To Be You program has a proven track record of reduction of at-risk behaviors and developing positive life skills for young people. It also provides experience for teens in working with young people and serving as positive role models.

STRENGTHENING ADULT-YOUTH INTERACTIONS

Judy M. Groff, Extension 4-H Specialist, Box 7606, Raleigh, N.C. 27695-7606, 919/515-3242

Key Words: teen volunteers, adult coaches, partnership, team training

" Go to school, have fun with your friends, stay out of trouble." What a way to become an adult!" This quote (Lipsitz, 1979, p.18) sums up the attitude of many adolescents. Society puts adolescents on "hold" in a segmented group while telling them to be responsible but giving them

no opportunities for acting responsibly. Young people need a variety of adult-like roles to try in safe community settings with the support of adult helpers.

The common denominator of recommendations coming from studies dealing with youth-at-risk surrounds the adult-youth relationship. Scales (1991, pp.42-43) cites numerous reports of educators and researchers all leading to the developmental issue of how society "can ensure that young adolescents establish reliable and caring attachments, particularly with adults."

This paper will address needs of early adolescents, and discuss adult attitudes towards youth that impact the adult-youth relationship. It will also discuss a program called 4-H Teens Reaching Youth that is designed to meet early adolescent and teen needs and help frame adult attitudes.

According to Scales, (1991, p.44), service and opportunities for community connections are some of the key recommendations in most blue ribbon panels focused on youth-at-risk. Some adults however, would argue that teens do not have the time nor the motivation to volunteer in their community. A recent survey by Independent Sector (1991, pp. 14-17) reports that in fact, teens are volunteering at the same rate as adults or even higher. In this survey conducted by Gallup, teens indicated they want to contribute in their communities to do something useful and because they think they would enjoy the work.

Popowski (1985) reports that teens in Chicago expressed self-esteem, caring about others and community pride as major motivators for why teens get involved. Eighty percent of teens polled had positive feelings about their involvement. They felt their work was meaningful, important, and needed. A disturbing aspect of the study deals with why some students subsequently quit their volunteer work. Most reasons for leaving other than "time" were internal to the organizations where they were working: i. e., lack of respect, impatience, and adults being too bossy.

With mounting evidence that early adolescents seek out community involvement in partnership with adults, what is it that early adolescents specifically need? The Center for Early Adolescence has developed a framework of seven key developmental needs that characterize adolescence or 10-15 year olds. These are:

1. Positive social interaction with adults and peers.
2. Structure and clear limits.
3. Physical activity.
4. Creative expression.
5. Competence and achievement.
6. Meaningful participation in families, schools, and communities.
7. Opportunities for self-definition.

Programs such as 4-H Teens Reaching Youth (TRY) that create positive peer and adult relationships, have the potential for meeting all seven of these developmental needs.

According to Groff, (1987) if teens are going to volunteer their talents and time, it is necessary for adults to be involved in a meaningful way. TRY Team Agreements were completed successfully and on time when adults were fulfilling the role of "coach". The Salvation Army, (1984) also suggests that the leader is the principle ingredient of successful teen programs. They suggest that it is not enough for leaders to have technical knowledge and skills, but that their attitudes and values permeate everything that happens. They note, "Teenagers are quick to spot phoniness in the leaders, so that any chance of learning is lost."

Polls in both Chicago and Minnesota have reported that large majorities of young people think adults have negative images of them (Scales, 1991, p.43). Why do youth have this perception? Loftquist, (1987) suggest there are three dominant attitude styles of adults working with youth. The behaviors associated with each of these styles can project either a positive or negative image to youth.

Loftquist describes the three styles on a continuum of negative to positive attitudes to young people as follows:

> #1 - The adult sees little value in the young person and therefore controls the youth to serve his self interests. This style is often seen, perhaps unintentionally in adult controlled youth programs. In short, adults see youths as objects to be manipulated.
>
> #2 - The adult views youths as recipients of programs that were designed by adults for the good of youth. Typically, controlling adults develop programs for youth without asking their input. A typical example might be a town council deciding that teens need a place to hang out and have dances and other recreation. After building a million dollar facility, they wonder why teens are not using it.
>
> #3 - Adults have genuine respect for the contributions young people can make in planning, operation and evaluation of youth programs. This style acknowledges that both leadership roles and decision making are a shared responsibility of both youth and adults.

Loftquist (1986) concludes that both adults and youth may need to learn skills of shared decision making. The evaluation of the 4-H Teens Reaching youth program led Groff (1987) to conclude that peer helper type programs where adults and youths are trained in the same setting and have a shared set of team expectations are an excellent way to help adults shape their attitudes.

The TRY program was designed to empower adults to accept teens as resources. Two objectives applied to adults: 1) To acquire an understanding of the helper/mentor role; 2) To accept teens as co-leaders. The design of the program incorporates the following strategies to accomplish these objectives:

> 1. An adult coach is teamed with two or three teens to give adults first hand experience with successful teen acceptance of responsibility. Together, they form a TRY TEAM with shared responsibility to accomplish their team mission.

2. All team members sign a team agreement specifying their goals and each member's contribution toward their goals.

3. Adult and youth team members are trained in the same content at the same time. The adults are given the name of "coach" but everyone learns how to coach each other.

In addition to shared decision making, the TRY training program includes sessions on coaching, team building, designing learning, marketing, and planning. The program has three levels of objectives which are:

1. Teens learn to teach prepared lessons to six to eleven year olds.
2. Teens learn to write lessons about topics of interest to them and test them with a youth audience of appropriate age,
3. Teens learn to plan and conduct TRY Retreat with their peers.

The 4-H Teens Reaching Youth program was developed to enhance self esteem in teens. Scales (1991, p.45) says that all too often educators fail to recognize the two major aspects of self esteem: 1) self worth (the belief in ones own unique value) and 2) self-efficacy (the belief in one's ability to accomplish objectives). The area of self-efficacy, where teens realize there are real consequences to their behaviors is a more difficult concept to address. He says opportunities for young people to have an impact in the real world must be provided.

Findings of the empirical and qualitative data collected during the TRY program, reveal that teens showed significant changes in their feelings of:

1. belonging in their community,
2. belief in a bright future,
3. feeling of having control of themselves.

Because there are significant, real impacts that teens can see and feel with the TRY program, this data suggests that teens did in fact improve the self-efficacy aspect of self esteem.

The data collected on adult attitudes also showed significant change in their perceptions of teens as co-leaders in delivering programs. One TRY coach stated, "This was a wonderful opportunity for me as well. I have been able to evaluate my own leadership skills and make improvements when necessary. The TRY program certainly allows room for us to share our knowledge with others and show them how important they are to our society."

The TRY program is one example of involving adults and teens in partnership working together to achieve meaningful goals. The challenge is to expand the number of programs that partner adults with youths to accomplish real work in the community. Other programs that have been direct spin-offs of the TRY program are Peers Empowering Peers, a North Carolina drug prevention program, TRY/ACT or Teens Reaching Youth Against Cancer Topics, and Teens as Leaders for Literacy or TALL. All these programs incorporate the adult-youth interaction as

a primary ingredient for success. With adults as partners, young people can be a large and valuable resource to attack some of society's biggest issues. The best part is that in the process of getting involved, together teens and adults are helping themselves.

References

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LEGAL ISSUES IN YOUTH VOLUNTEERISM

David Colley, 118 E. Main St., Columbus, Ohio 43215, 614/222-0519

(No Abstract Submitted)

There are several unique aspects that volunteer program managers need to consider when working with youth volunteers.

David Colley, a former legal counsel for Franklin County Children's Services, will explore child labor laws and other pertinent laws relating to youth volunteerism.

COOPERATION AND COMPETITION: A VOLUNTEER'S RESPONSIBILITY

Deborah J. Maddy, Assistant Extension Specialist, 4-H and Personnel, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210, 614/292-6169

Keys Words: cooperative learning, competition,

Cooperative learning is people working together to accomplish shared goals. The cooperative learning group is designed to strengthen the learning experience of each member. Cooperative learning groups teach life skills directly, develop leadership and communications skills, and promote a healthy self esteem. When youth who have been part of a cooperative learning group are compared to youth who learn competitively or individually, cooperative learning group youth have higher achievement and improved retention, work together better, and feel better about themselves.

Most of the research conducted on competition and cooperation has been in the classroom setting or with school-sponsored sports programs. However, there are valuable lessons that those in the non-formal youth education business can learn from the research.

The tone of the research is best stated by Russell E. and Carole Ames in the introduction to their book Research on Motivation in Education. They say, "In contrast to the popular notion held by some that competition leads to enhanced motivation, all of our findings uniformly indicate that competition leads to a number of debilitating motivational impacts." They use the term debilitating because peer competition places the student in an ego-involved, threatening, self-focused situation rather than focusing student attention on the effort needed or strategy to do the task.

Competitive success, as reported by Ames, leads to an inflated level of personal satisfaction and self-aggrandizement. Competitors place more value on winning than on performing a task well.

Joan Duda studied youth involved in athletics. She found that youngsters who focus on winning tend to drop out of sports early, while those persist who focus on mastery of skill. She found that ages 11 to 13 were the more critical years for dropping out. Sports psychologist Terry Orlich reports that it is not uncommon to lose 80 to 90 percent of registered sports participants by age 15.

David W. Johnson and Roger T. Johnson in their book, Learning Together and Alone, identify cooperation as the appropriate goal structure for most instructional situations. They emphasize that the greatest need is for learners to be able to learn in a carefully-planned cooperative goal structure that becomes the essential framework on which competitive and individualized learning is added.

Johnson and Johnson believe that cooperative, competitive, and individualistic approaches to learning are appropriate depending upon the specific goals and objectives. They say, "We aren't

against competition (although the literature and research on competition are damaging to its reputation). We are against inappropriate competition."

Most youth programs have experienced both positive and negative impacts from parental involvement. Barry McPherson in Children in Sports comments often a poor fit exists between the needs of children and adult expectations.

In a Clay County, Minnesota, study of 4-H members and their parents, Sharon Query found that parents were equally divided between whether they wanted their children to participate in competitive or cooperative 4-H activities. The young people wanted their 4-H activities to be fun and to provide time to be with friends. Adults can bring expectations to competitive activities that exceed the physical, social, and psychological maturity of the child.

The values, norms and expectations of competitive events easily become more important and relevant for the adult world then the environment in which the child operates.

Brend Bryant, from a study of 234 young people 8 to 10 years old, concluded "Enhancement of self at the expense of others is learned in competitive environments; enhancement of self and others is learned in cooperative environments." In 36 studies reported by Johnson and Johnson, students in cooperative classrooms liked each other better; socialized during free time; had a higher regard for the school, subject matter studied, and the teacher; and had more confidence in themselves. The overwhelming research evidence indicates that cooperative goal structures are the most effective learning structure for young people, especially when one is concerned about inter-personal behavior.

WHAT IS IN IT FOR YOUTH?

(Panel Discussion)

(No Abstract Submitted)

A panel presentation designed to give youth and adult leaders both an idea of the variety of service activities available and the benefits youth receive through service learning. Different options for organizing service programs will be explored as will the reaction of youth themselves to various volunteer experiences.

YOUTH LEADERSHIP SKILLS

Reverand Roy Shelly, Salesian Center, 80 South 6th Street, Columbus, Ohio 43215, 614/497-0908

(No Abstract Submitted)

Young people are frequently cast in leadership roles in both formal and informal situations. This workshop will help youth develop basic skills that will help n these situations. Participants will focus on community building, communication and setting of priorities. Presented by the Reverend Roy J Shelly, S.D.B., Associate Director, Office of Youth Ministry, Salesian Center.

CORPORATE VOLUNTEERISM

Corporate Volunteerism in organizations of all sizes has surged dramatically in recent years. Employee volunteerism is an established fact in corporate life today as the private sector has been asked to help absorb some of the slack that has been created by federal cutbacks. Any corporation can design an innovative employee volunteer program, responsive to the ever-changing needs of the community, if they want to try. Several successful corporate programs will be in the spotlight at Volunteer Venture '92.

KEYNOTE: The Role of the Community Relations Professional in Shaping the Corporate Social Vision

Nancy Goldberg, Center for Corporate Community Relations, Boston College, 36 College Rd., Chestnut Hill, Massachusetts 02167, 617/552-4545

(No Abstract Submitted)

Focusing on the unique relationship between a business vision and a social vision, speaker Nancy Goldberg will define the specific qualities and characteristics of social vision. She will provide steps a community relations professional can take to drive the social vision into the culture of their organization. Ms. Goldbert is the Associate Director and Co-Founder of the Center for Corporate Community Relations at Boston College.

HOW TO DEVELOP AN EMPLOYEE VOLUNTEER PROGRAM

Mary Galligan, National Volunteer Center, Points of Light Foundation, 736 Jackson Place, Washington, DC 20503, 703/276-0542

(No Abstract Submitted)

When establishing an Employee Volunteer Program, you'll need to consider where to find resources, how to communicate the benefits, make strategy decisions, and which program models and evaluation techniques could work best in your corporation. These topics as well as resources and communications will be presented by Mary A. Galligan, Assistance vice President of corporate Programs for the National volunteer Center of the Points of Light Foundation.

GETTING MEDIA COVERAGE FOR YOUR COMMUNITY

(Panel Discussion)

(No Abstract Submitted)

Congratulations! You have put together an innovative community service program for your company. How do you motivate the media to cover it? Who should you contact? Do you send a press release or make a phone call? A panel of electronic and print media specialists will be on hand to tell participants what they ARE and ARE NOT looking for in community promotion pieces.

PREPARING EMPLOYEES FOR COMMUNITY LEADERSHIP

Martin Jenkins, Organizational Resources Group, 506 Lambourne Drive, Worthington, Ohio 43085, 614/846-2938

(No Abstract Submitted)

You can help employees become board members by helping them learn the responsibilities they must accept and the rules which members of boards often play by to support their role or mission. Presenter Martin D. Jenkins has been an active practitioner, facilitator, consultant and teacher of strategic management in both the public and private sectors.

LEGAL RAMIFICATIONS OF EMPLOYEE VOLUNTEER PROGRAM

Steven McCurley, 7747 Kerbaugh, NE, Olympia, Washington 98406-9535, 206/491-0885

(No Abstract Submitted)

Want to get your corporation involved in the community, but not the courts? You can learn, during this session, about possible legal problems and what steps you can take to protect yourself, your employees and your corporation. You'll look at policies for screening agencies and projects, management assistance, board banks and employee team projects. Stephen H. McCurley, a partner in VM Systems of Olympia, Washington, will present the workshop.

GAINING MANAGEMENT SUPPORT FOR YOUR PROGRAM

Mary Galligan, National Volunteer Center, Points of Light Foundation, 736 Jackson Place, Washington, DC 20503, 703/276-0542

(No Abstract Submitted)

Learn to identify potential internal advocates for corporate programs and to plan strategies to enlist internal support. You'll develop skills at identifying and listing the benefits of employee volunteerism for managers in other department, as well as effective means to communicate the benefits to those managers. Mary A. Galigan, Assistant Vice President of Corporate Program, The National Volunteer Center of the Points of Light Foundation will be the presenter.

ENVIRONMENTAL ISSUES AND EMPLOYEE INVOLVEMENT

Louis DeWein, P.O. Box 81, McArthur, Ohio 54651, 614/596-4288

(No Abstract Submitted)

Learn how the employees of an organization can play a vital role in the improvement of the organization's interaction with the natural environment. Discuss the formulation of philosophical considerations that are inherent in employee involvement in environmental issues. louis F. DeWein, Ph.D., educator, consultant and speaker will be the presenter.

INVOLVING RETIREES AND LABOR UNIONS IN EMPLOYEE VOLUNTEERISM

Doris Hester and John Breitenstein, Ford Motor Company, The American Road, Room 970, Dearborn, Michigan 48121

(No Abstract Submitted)

Share the experiences of Ford Motor Company who involved both their retires and union employees in a successful corporate volunteer program. Doris Hester and John Breitenstein from the Ford Motor Company will facilitate the session.

NON-PROFIT RESOURCES

Non-profit Resources track will offer participants an opportunity to explore "new horizons" for the design and development of programs that creatively utilize organizational values, technology, financial and -- most importantly -- human resources.

KEYNOTE: SPECIAL EVENTS SPELL SUCCESS

Sue Phillips, Development Coordinator, YWCA, 65 S 4th Street, Columbus, OH 43215, 614/224-9121

Key Words: people, organization, mission

Presentation will address the ingredients of the Columbus YWCA's successful Women of Achievement program: people - the honorees and the volunteers; organization - responsibilities and details; mission of the YWCA - to empower women and eliminate racism.

The Columbus YWCA Women of Achievement (WOA) program has two goals: to raise general operating funds for YWCA services; to honor women's contributions to the community, the nation, and the world, and to recognize diversity in skills and exceptional leadership of women.

A Steering Committee, guided by general co-chairmen, with subcommittee chairmen and corporate liaisons begins work on the next year's Women of Achievement program within a month after the March awards luncheon. Approximately 90 volunteers are recruited by Steering Committee chairmen to work in the subcommittees. Major task areas are sponsorship, nominations, selections, publicity, invitations, luncheon logistics, luncheon program booklet, community service, video production, and luncheon staging. Co-chairmen for each area share responsibilities. The lead is taken by the co-chairmen who shadowed their predecessors the year before.

YWCA staffing is 60% of my time, which includes meetings of the Academy of Women of Achievement throughout the year and a luncheon series with WOA honorees as presenters. During the last two months before the awards luncheon, I spend fulltime on Women of Achievement. Another YWCA staff member is responsible for registration, and two other parttime staff are responsible for data entry during the last month. The Executive Director is also involved in video planning and staging decisions. The Communications Director staffs the publicity committee.

The Steering Committee approves a budget and timeline by September. Subcommittees establish their specific work plans based on their job descriptions and responsibilities.

HOW TO EFFECTIVELY RAISE MONEY IN THE 90'S

Judith Nichols, 5056 Foothills Road, Apt. D, Lake Oswego, Oregon 97034, 503/699-0503

(No Abstract Submitted)

Do you know where to focus your efforts to raise more money for your organization? This workshop will be a pragmatic, how-to approach, to raising money in the 90's. Using demographic and societal change information, you'll learn what to ask for, how to ask for it, how much of it you'll get, and who the bet prospective donors are in your community. Judith Nichols, from West Linn, Oregon, is a senior certified fund-raiser and nationally recognized fund-raising and marketing consultant. She is the author of Changing Demographics: Fund Raising for the 90's.

SERVING THE DIVERSE COMMUNITY

Kathy Richards (no address given)

(No Abstract Submitted)

In a special all-day session, participants will be able to explore in depth the relationships and importance of diversity and consumer service to the goals and principles of their organization. Learn how the population is changing in the communities we serve and how by identifying beliefs and attitudes about different people, you can affect the ability to deliver better services. You'll develop an action plan to improve human resources development and increase organizational success. Kathy Richards, L.S.W., is a National American Red Cross Instructor from Cleveland.

TECHNOLOGY FOR THE 90'S HOW TO CHOOSE IT

Steven Risch, Deloitte and Touche, 155 East Broad Street, Columbus, Ohio 43215

(No Abstract Submitted)

Start at the beginning and "walk through" the needs audit, design analysis and recommendation process to learn of technology that takes advantage of opportunities to enhance the relevance, efficiency and vitality of non-profit organizations. You'll hear first hand one agency's experience choosing and installing equipment (computer, AV, communications, etc.) Presented by Steven Risch, Manager, Deloitte and Touche and Karen Oberrath, Executive Director, Columbus Literacy Council.

ORGANIZATIONAL VALUES AND CULTURE

Sandra Shullman, Organizational Horizons, 5721 North High Street, Worthington, Ohio 43085, 614/841-0598

(No Abstract Submitted)

Do you understand the important role that values play in developing and maintaining a successful not-for- profit organization culture? In this workshop you'll be introduced to the basic definitions and framework for organizational values and culture. You'll develop a plan to address your current organizational values and culture in relationships to the direction of internal/external organizational change. Presenter Sandra L. Shullman, Ph.D., is co-founder and senior consultant of Organizational Horizons, Inc in Columbus and president Elect of the Ohio Psychological Association.

HIGH TECH, GRASS ROOTS
TECHNOLOGY FOR THE 90'S - HOW TO USE IT

Mary Souder, Director of Development, Ohio University Telecommunication Center, 5 Elizabeth Drive, Athens, Ohio 45701, (614) 594-4810

Key Words: advocacy, technology, information

The purpose of the present research is to examine the strengths, weaknesses, opportunities, and threats to the Voluntary Sector in the Information Age. Voluntary Sector organizations may be broadly classified as either service or reform, with the former adopting technology to achieve strategic organizational goals and the latter to achieve societal goals. Service organizations are the most able to adopt new technologies but are the least likely to take the high level of risk associated with innovation leadership. Reform organizations are most likely to innovate but are highly constrained by their inability to attract resources required for high technology innovation.

The transfer of technology, defined as hardware, software, values and management, has been both controversial and problematic. Two methods of technology transfer have been utilized by the Voluntary Sector. The primary method has been to contract with a for-profit vendor. The second method has been one of intrasector cooperation, with not-for-profit clients contracting with not-for-profit Technical Assistance (TA) Providers. The TA movement has sparked a debate about the appropriate use of and access to information technologies in nonprofit organizations, with one group calling for strategic adoption to solve specific problems and the other calling for leadership and innovation in the application of the new technologies for humanistic purposes.

In the broad context of the information age, innovation of new communication processes

through technology can potentially empower the Sector; however, the problems of finance, training, cultural lag, systems management,and human resource retention are numerous. To succeed, TA Providers must gain consensus among themselves and Voluntary Sector organizations about innovation goals. Only then can TA Providers work to place universal technological literacy and information access on the public agenda to help secure adequate public and private funding. Finally, they must innovate new organizational models which permit the Sector to insure delivery of service while experimenting with the application new technologies for human development.

The Economics of Technology In The Volunteer Sector

There are at least three separate economic dimensions which characterize Voluntary Sector decisions about the diffusion of technology and its short and long term consequences. The first consideration is the cost (financial and other) of the innovation including the initial and the subsequent costs involved in the acquisition, maintenance, diffusion and expansion of the technology. The second consideration is how the technology will help the organization collect, package and distribute the information it collects during the course of business as a commodity in the marketplace while increasing access to information. Finally, the third consideration is how the technology can be planned to be interactive both within the organization and within the Sector.

Costs of Innovation

The adoption and integration of technology in a voluntary organization is generally progressive, with computerization being the first. The decision to computerize is immediately complicated by financing considerations. The method of choice for all nonprofit organizations is to find a donor to find computerization. Second, failing to secure monetary contributions, the organization may seek contributions of hardware. This approach, at best, constrains decisions about software, and at worst, saddles the organization with obsolete technology. Old technology excludes the organization from basic training or consulting services (Moore, 1990). Third, the organization may phase-in the technology over several budget years, resulting in under-utilization of the systems capabilities which reach capacity only after the system has become obsolete. Fourth, the organization may opt to convert current assets to finance technology acquisition and support. This strategy, discussed below, can raise serious questions about mission. Fifth, the organization may finance the system or borrow money, adding debt service to the annual operating budget. It is important to note that this option is only available to well- established, well-financed organizations with good credit ratings. The credit requirements effectively exclude all small and social action organizations.

Information as a Commodity in the Voluntary Sector

Patrick Esmonde-White suggests that research and development will be increasingly situated

in the voluntary sector. If this is true, it would have serious implications for not-for-profit organizations. Information is the primary economic commodity in the Information Society, vesting the Sector's organizations with unprecedented potential power. If nonprofit organizations, in his view, do not learn to produce and distribute their own information which is a natural by-product of their service missions and their research activities, then for-profit organizations will fill the market niche, marginalizing the Sector even further.

Information packaging is not the only economic dimension which the voluntary sector must consider in the marketplace. Robert Loeb, President of Telecommunications Cooperative Network claims that voluntary sector organizations expend a collective $4 billion annually on technology. The tendency for organizations in the Sector to act independently in the technology marketplace, however, has prevented the Sector from innovating technologies expressly for human development purposes. Rather than demand or develop dedicated software, organizations have simply modified for-profit technology applications to their purposes. What specific software is available, generally for fund raising purposes has generally been developed in the for-profit Sector and carries an extremely high price tag. The Sector has given up an important opportunity to create and to diffuse software at reasonable cost through intrasector cooperation. Other opportunities, however, are still available for the Sector to develop intrasector cooperation as a strategy to solving its own problems.

Research suggests that Sector organizations are spending increasing percentages of their budgets on technology. Results of a recent survey sponsored by the Chronicle of Philanthropy and conducted by KGMP suggests that spending on computer technology has increased over the past three years, averaging $77,106 per organization in 1987 and increasing to $94,710 in 1990. Education institutions are expected to expend the most while social action organizations are expected to expend the least.

Although the above table does not correspond exactly to the service-reform organizational model described above, it does reflect the concerns of some--that technological use and access is dividing voluntary sector organizations into information rich and information poor organizations. Access to technology, however,does not automatically create an information rich organization. Even organizations with appropriate hardware and software may face significant problems of diffusing the innovation throughout the organization.

Interactive Media and Converging Technologies in the Voluntary Sector

Handsnet is a nonprofit computer network connecting 1200 service and advocacy organizations, providing vital information through interactive forums, unedited peer communications, activists alerts,news, and research data. Yet a Handsnet board member, Gene Boutilier, reports the one-third of the subscribers use the network frequently, one-third use it occasionally and the final third have given up on the network because of simple hardware problems or computer illiteracy (Benton Foundation, 1990). The Handsnet experience is only one example of the serious diffusion of innovation problems limiting

technological adoption among nonprofit organizations across the country.

Barriers to Technological Innovation in the Voluntary Sector

The barriers to diffusing technologies in the Voluntary Sector include training, cultural lag, inadequate management skills, andupgrading professional skills as well as economics. The Chronicle/KGMP Survey (1990) summarizes three barriers to training which inhibit successful organizational adoption of computer technology: first, too little time is available to adequately review documentation which comes with the hardware and software;second, too little money is available to provide adequate training;and third, organizations are unable to retain employees who have become more valuable in the marketplace because of technical training. One respondent summarized the problem as a "gap between the quality of the equipment and your ability to use it."

In his keynote address to the Benton Foundation TA Provider Meeting in November, 1990, Robert Loeb discussed the cultural lag problem in from two perspectives. First, he noted that TA providers and their client organizations do not communicate very well because they tend to have entirely different conceptual frames. Second, he suggested that we're in the middle of a"paradigm shift in the application of technology to nonprofit needs" which call into question the existing organizational structures and communication patterns. Practically, these paradigmatic challenges are manifested in nonprofit organizations at two levels: first, the absence of coordinated technological decision making and second, the absence of integrated thinking about how technology can serve program needs. Independent decision making about technology acquisition means that different people make decisions about different technologies, with one person deciding about telephones and a second about computers. This condition often results in "ill-conceived, redundant investment decisions in overlapping technologies."

An excellent example of this problem is seen in the experience of one public television station's decisions about telephone communications. The station adopted a fund raising strategy which required creation of an in-house telemarketing unit. Working with a telephone consultant, the Membership Manager purchased an Automatic Call Distribution System and 20 telephone lines. One year later, the station decided to convert it's old phone system to a new computerized system. The new system and the telemarketing systems were incompatible so that no calls could be transferred from one system to another. This presented a serious problem because the toll-free service attached to the telemarketing system functioned as part of an intensive customer service strategy. Callers to the toll-free lines frequently needed to speak with other people in the organization. Since calls could not be transferred, the caller either had to callback or wait for a staff member to return the call. The lack of technological planning resulted in unnecessary costs and redundant services. The organizational phone system, installed after the telemarketing system, could have provided the same telemarketing functionality at half the cost of the telemarketing system. Within two years, the station converted the telemarketing system, at additional expense, to become technologically compatible with the organizational phone system.

Independent technological decision making, however, is not the only problem with the decision making process. The task of selecting hardware and software is frequently assigned to someone"without benefit of technical experience and training" (Reed, 1985). If the organization recognizes inexperience as a constraint to technology selection, it may hire a consultant. This is not always an adequate solution, however, because the staff person assigned may not have the skills required for a successful consultant-client collaboration. Frequently, organizations computerizing for the first time have relied on clerical staff to maintain organizational records. While that person may be familiar with the organization, he or she may be unable to assess needs,prepare functionality requirements, prepare requests for proposals,evaluate proposals, and negotiate contracts. All are skills necessary for the successful transfer of technology.

A Benton Foundation Report (1990) suggests that nonprofit organizations do not need technology, but do need "advocacy, public outreach, fund raising, and membership recruitment." Installation,adoption, and diffusion of information technology provides the organizations with the tools to meet their needs, but not the skills to get optimal value from the efficiencies the technology provides.

While many examples of this problem can be cited, it is sufficient to focus on the skills required to maximize the benefits of computerizing a membership list. The first skill required is the ability to code and manage the list in a way which facilitates segmentation and personalized communication. The enhanced ability to contact members requires good communication skills--the ability to write a good letter or speak with a member on the phone. List computerization enables adoption of other communication strategies such as telemarketing, requiring scripting and advertising skills. All of these new marketing strategies require good marketing skills, especially statistical computation and analysis. Increased contact means increased feedback from donor, clients and other interested publics, requiring the organization to acknowledge and answer comments and questions. Increased communications have important organizational implications requiring more resources, and perhaps different structures, to manage the flow of information,internally and externally. Without adequate planning and a skilled staff to accommodate the changes in the communications patterns,the organization can suffer great stress. While universities have recognized the need for trained managers in the nonprofit world by initiating professional degree programs, relatively few professionals have been trained. Most organizations have relied heavily on outside consultants to help with new skills areas.

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PROFESSIONAL ADMINISTRATION

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KEYNOTE: Focus on the Future: Where do we want volunteerism to go?

Susan Ellis, Energize, 5450 Wissahickon Avenue, Philadephia, Pennsylvania 19144, 215/438-8342

(No Abstract Submitted)

To examine current national trends and how these impact on volunteer leadership, to understand the interrelationships of history with the present and future, to identify skills needed to affect the future. The social and geopolitical change is sirling around us - where do volunteers fit in and how can directors of volunteers make a difference?

IMPROVE YOUR LISTENING SKILLS

John Savage, LEAD Consultants, Inc., P.O. Box 664, Reynoldsburg, Ohio 43068, 614/864-0156

(No Abstract Submitted)

By using more than your ears you'll hear what volunteers, staff, or family members are really saying when they talk to you. Neurolinguistics, (language of the nervous system) is a fascinating study of sight, sound and feeling revealing in more than words what is being communicated when you learn the other's dominant sense. Presenter, Dr. John Savage is an internationally known speaker on neurolinguistics and president of L.E.A.D., Inc.

ASSESSING OUR IMPACT

Susan Ellis, Energize, 5450 Wissahickon Avenue, Philadephia, Pennsylvania 19144, 215/438-8342

(No Abstract Submitted)

What exactly do volunteers contribute to your organization's mission? How much impact do volunteers have and what is your role as volunteer leader in this process? You will examine the concept of program evaluation and will identify criteria with which to assess the success of a volunteer program. Presenter Susan Ellis is an author and nationally recognized consultant and educator in the field of volunteerism.

MANAGING THE NEW VOLUNTEER

Joanne Cooper, Volunteer Ontario, 344 Bloar Street, Suite 207, Toronto, Ontario Canada M5S3A7, 419/961-6888

(No Abstract Submitted)

Do today's volunteers have different needs and expectations? This workshop will help beginning volunteer program administrators identify the varied components of an effective volunteer program and assist with proven ideas to increase recruitment results. Joanne Cooper is Executive Director of the Volunteer Centre of Metropolitan Toronto and is experienced in community organizations, volunteer management, government and the business community.

INFLUENCE STRATEGIES

Margaret Verble, 860 South Broadway, Lexington, Kentucky 40504, 606/254-0883

(No Abstract Submitted)

Power and coercion have been replaced by influence and persuasion as primary management tools. This workshop introduces participants to six major influence strategies that can be used successfully in your professional and personal life. Margaret S. Verble, Ed.D., was the highest raged workshop presenter at Volunteer Venture '87. She is the Instructional Consultant and President of Verble, Worth and Verble, Inc., Lexington, Ky.

LEGAL ISSUES IN VOLUNTEERISM

David Colley, 118 East Main Street, Columbus, Ohio 43215, 614/222-0519

(No Abstract Submitted)

This workshop will help volunteer administrators avoid venturing into potential statutory quagmire by learning and understanding the laws in relationship to volunteers and volunteer programs. David Colley, a former legal counsel for Franklin County Children's Services, will explore laws and volunteerism.

VOLUNTEERS - GUARDIANS OF SOCIAL CHANGE

Judith E. Lonergan, Specialist, Volunteer Leadership Development University of New Hampshire, 110 Pettee Hall, Durham, New Hampshire 03824, (603) 862-2166

Key Words: volunteers, international, change, world

The focus of this presentation is on the effect that volunteers have on social change around the world. Topics to be discussed include history, stages of program development, the influence of government, similarities, differences, the future, and ways to be involved. The sources of the information include papers delivered at, and a study conducted at, the 1989 International Conference on Volunteerism in Jerusalem, Israel; newsletters of the International Association for Voluntary Effort; research reported in the Non-Profit and Voluntary Sector Quarterly and Voluntas; and informal readings, discussions and correspondence.

History. Many countries are unable to pinpoint the exact time that voluntary effort began in their countries. Some began early, as in England in the Elizabethan times, and Portugal in 1472. Organized programs in the Netherlands and Australia started at the turn of this century. Later entries were Cyprus (1924), Israel (1948), and Venezuela (1958). Eastern European countries are beginning programs in the 1990's. In the United States, it is commonly thought that the country was developed by volunteers - starting in the 1600's, with more organized efforts established in the 1700's.

Stages of Development. The organizational stage may not be consistent with the date of program institution. The United States, Great Britain, Australia and Israel have highly organized programs throughout their countries, although the programs began over a wide span of years. Political changes, war, the economy, and education influence development; therefore, countries experiencing upheaval or struggling to bring a minimum standard of living to their citizens have a more difficult time organizing widespread and lasting volunteer programs.

Influence of Government. Government affects the role of volunteerism in some way in all countries. In communist and totalitarian states, the government takes care of all of the needs of the people. In social welfare states, the government covers many of the needs. Medical care, education, pensions, environmental issues, research, policies, laws, and the like are supported by public funds. Any voluntary efforts may be organized under a ministry, the Ministry of Health, for example. Conversely, in true democratic countries, citizens are expected to contribute to their communities; providing laws, funds, and labor to support the public sector in meeting the needs of the people. It follows that where government influence is high, volunteerism is low; where government influence is low, volunteerism is high.

Absence of communism does not ensure democracy. The people must participate in their government and contribute to their communities in order to make it happen. Countries

hoping to emerge into democracy find that they must train the citizens in their countries to participate as volunteers. During the era of Stalin-like communism, non-profits were driven to the verge of extinction. Recreation of this sector will have a profound effect on what kind of societies develop.

Many social welfare states are finding that the needs and wants of the people are expanding beyond what the government is able to provide, in spite of high taxes, and these countries are looking to establish volunteer programs to fill the gaps. Teresa Sosa DeBocarnda of Venezuela relates this story about her country. In 1958, Venezuela became a democracy and was convincing citizens to volunteer in order to make the new governmental structure work. Before this process was complete, the price of and demand for oil (one of their natural resources) skyrocketed; Venezuela became very wealthy. The government built schools, hospitals, roads, and everything else that was needed, as well as sending young adults to other countries for college educations. (Teresa received a Ph.D in the United States.) People sat back and received. Jobs were plentiful and well paid. There was no need for volunteers. Years later, when oil prices and demand dropped, they had a country of democratic government without contributing citizens. The people had become used to taking and getting everything they needed and wanted. As a result, Venezuela set a goal of orienting the country to fortifying democracy. They are implementing a plan whereby experts skilled in rural development are training leaders, with a goal of having 20,000 citizen leaders trained in 30 years.

Similarities. In looking at the societal issues volunteers address, some commonalities are discovered. In almost all countries, serving the elderly is a high priority. This is understandable, as standards of living rise and life expectancy increases. In Cyprus, over 30% of the population is over 70 years old, and it is becoming the population bulge in the United States as well as in other countries.

Women's issues are addressed by volunteers in many countries. Zambia has conducted a widespread program of teaching women about their legal rights after women fought for laws giving them these rights. Women volunteers in Thailand have been successful in passing consumer protection legislation. In Australia, there is an effort to change the image of the female volunteer from a condescending "lady bountiful" to a more positive one of women making a difference in their communities.

The environment is a concern of volunteers around the world. The implications of this are considerable when one thinks of the number of people on the globe who want to protect our interdependent structures supporting life.

There is one thing that is common to all countries - all need more volunteers. Differences. In some countries, volunteers address a highly significant issue that moves them to above average in concern.

Immigration is one of these issues. With war, civil unrest, and hunger prevalent in Europe

and Africa, some countries, such as Israel, West Germany and Turkey, are being burdened (one could say overwhelmed) with immigrants. As they flood into countries in the hundreds of thousands at a time, volunteers are working to establish and staff immigration camps and centers. The governments, especially the military, assist; but the backbone of the efforts is voluntary action.

The cooperation between labor unions and volunteer programs is a difficult situation, especially in the Netherlands. Where unemployment is high, labor unions perceive volunteers as taking jobs away from workers who could be paid. The Ministry of Health, which oversees volunteerism, negotiates with the labor unions. The attitude about children volunteering ranges from requiring them to do it to preferring that they do not. Israel requires all students in the 10th grade to volunteer two hours per week. Japan prefers that their students study instead of volunteering, although this attitude is undergoing some changes. At the 1989 International Conference on Volunteerism in Israel, the debate of whether or not children should volunteer raged throughout the week, with most countries becoming involved with heated positions.

Recognition of volunteers is one area where the United States differs greatly from other countries. Most countries identify the intrinsic rewards of volunteering to be the main recognition, although most offer tokens of appreciation. The day in December, identified by the United Nations as Volunteer Day, is a time when attention is called to voluntary efforts. The United Kingdom has special national awards. No country, however, spends as much time, effort, or money in extrinsic formal recognition of volunteers as does the United States.

The Future. In the study conducted at the 1989 International Conference on Volunteerism, all participants indicated that the future of volunteerism was hopeful and bright. No matter what stage of development a program was in, what difficulties it was facing, or what challenges lie ahead, the people spoke of the ability to mobilize people to address a community need. There was a pervasive attitude that volunteers can and will make a positive difference.

How to Be Involved. There are many ways that we in the United States can become involved in volunteerism around the world. The most obvious is actually going to a different country to help out. In emerging nations there is a particular need for technical assistance as well as for hands-on contributions.

Linking through professional associations and conferences, being a member of an international organization, participating in exchanges, or having a pen pal are other ways. The important thing is to be involved in some way. Attending this workshop and/or reading the proceedings is involvement.

Summary. Volunteerism is thriving and growing throughout the world. Through voluntary efforts, citizens are involved in the changes affecting them. These efforts take different forms depending on the issue, the development of programs, the influence of government, the historical base, and attitudes. As more volunteers become connected, the volunteer

community will expand into a global force, one that will affect changes beyond the borders of one country.

"Chaos, confusion, fear and pain. We feel it from around the globe. And yet, in a most extraordinary way, we are not left helpless. Because, in the heart of every area of apparent hopelessness, springs a ray of light, of warmth, a touch of continuity. In each area extraordinary men and women are doing extraordinary things to make a difference. They are volunteers." - from the newsletter of the International Association for Voluntary Effort.

DESIGNING A SERVICE LEARNING PROGRAM

Paula Beugen, Associate Director of the Minnesota Office on Volunteer Services, Dept. of Aministration, 500 Rice St., St. Paul, Minnesota 44144, 612/296-4731

(No Abstract Submitted)

Discover how to go beyond service activities to service learning and the relationship of service learning to the education reform movement. You'll learn how to develop a strategy for introducing service learning to your own organization or school as well as what makes successful partnerships with the youth community. Paula J Beugen, Associate Director of the Minnesota Office on Volunteer Services will be the presenter.

VOLUNTEERING IS FOR EVERYONE

Syrelle Bernstein, Volunteer Ontario, 344 Bloar Street, Suite 207, Toronto, Ontario Canada M5S3A7, 419/961-6888

(No Abstract Submitted)

Does your volunteer program offer opportunities to volunteers with special needs? Learn to strengthen your relating skills with differently abled persons who have special needs but also special attributes they can volunteer to assist your program. Skills on conducting interviews with sensitivity will be taught along with an awareness of working effectively with this target group. Syrelle Bernstein, Manager of Recruitment and Referral for the Volunteer Centre of Metropolitan Toronto will be the facilitator.

THE INTERVIEWER AS IN-DEPTH LISTENER

John Savage, LEAD Consultants, Inc., P.O. Box 664, Reynoldsburg, Ohio 43068, 614/864-0156

(No Abstract Submitted)

Develop new listening/communication skills and insights through the study of neurolinguistics (the language of the nervous system) will help you recognize another person's dominant sense and adjust your language to theirs, for more meaningful and productive communications. Discovering belief systems will help you uncover the realities, distortions, and rejections people use to shape their world and you'll learn to listen for more than you hear.

COMMUNICATING CONFIDENCE

Margaret Verble, 860 South Broadway, Lexington, Kentucky 40504, 606/254-0883

(No Abstract Submitted)

Confidence plays an important part in professional administration. While of benefit for both men and women, this workshop will analyze the relationship between language, confidence, status and power; identify verbal and non-verbal ways in which women give away their power; identify non-verbal ways in which others take power from women; practice confident verbal patterns and body postures.

FRIDAY WORKSHOPS

These Friday morning workshops will provide a personal and professional look at "New Horizons... New Ventures."

SPECIAL WORKSHOP FOR YOUTH

STAYING ON PURPOSE

Barbara J. Braham, President, Braham & Associates, 1143 Neil Avenue, Columbus, Ohio 43201, (614) 291-0155

Key Words: purpose, personal development, self-esteem, personal fulfillment

Everyone has a purpose, but it is difficult to stay on purpose. If you lose touch with your purpose you may feel stress or a vague feeling that something is "wrong." There are five main reasons you might feel "off purpose."

1. Busyness. Your work, whether paid or volunteer, can sometimes create so much activity in your life that you forget why you are doing what you are doing. You think only of what needs to be done next, how much you have to do, or how far behind your are. Busyness leads to increased speed, trying to do more and more in less and less time. Speed is a trap that results in stress and careless mistakes. The faster you go the behinder you get, as the paradox says. More important, as your life speeds up you lose your connection with yourself, and find it harder to know who you are, or spend your time and effort on things that are truly important to you.

2. What Will Other People Think? Many people suffer from low self-esteem. Consequently they try to please others, even at the expense of their own well-being. Your family, friends or colleagues may discourage you from doing what's in your heart. If you listen to them you may find you've lost your purpose. Listen internally instead of externally.

3. I'm Not _____ Enough. You can fill in the blank line however you wish. I'm not good enough, talented enough, old enough, smart enough, etc. This belief will prevent you from taking the risks of living your life consistent with your values and purpose. Instead of focusing on your faults, look for your strengths. What do you do well? Build on your talents. Leverage them to live a purpose-full life.

4. Fear. Many people are afraid of the unknown, afraid to risk following their dream. You can develop your risk taking skills and build courage if you will practice everyday. Do something today, and tomorrow, and the next day that stretches you to be uncomfortable. As your courage grows you will be able to risk fulfilling your purpose.

5. Lack of Discipline. It takes time and effort to bring your purpose into reality. Are you willing to do what is necessary? Will you take the action steps? If you have overcome the four previous barriers, this one will be easier. It requires a clear purpose, knowing yourself, feeling self-confident, integrity, and courage.

You can have a purpose-full life. You can make a difference in the world. Don't settle for anything less.

TIME MASTERY

James White, 131 Franklin Park, W, Columbus, Ohio 43205, 614/252-3266

(No Abstract Submitted)

Time and Life are the basics of your existence, not just the titles of magazines. Prepare a foundation to take charge of your time and life from both a business and personal perspective by learning the Ten Fundamental of Time Mastery. James A. White, Sales Training Consultant for Digital Equipment Corporation, will be the presenter.

CREATIVITY AND INNOVATION: ZIP!

Susan Schubert, 1233 South James Road, Columbus, Ohio, 614/238-0883

(No Abstract Submitted)

The ability to increase creativity is a combination of a state of mind and technical skills that everyone can master. Innovative thinking enables those who work with volunteers to find new approaches to motivate and expand voluntary potential. Susan Schubert, a management trainer and consultant President of Schubert-Kravitz and Associates, will be the presenter.

EFFECTIVE COMMUNICATION SKILLS

Patrick Donadio, 7651 Gordon Circle, Columbus, Ohio 43235, 614/457-2461

(No Abstract Submitted)

Communicating is something we do every day, but do we do it well? Learn ways to increase your communication skills in both your personal and professional life to ensure you are getting your message across to others. Patrick Donadio, communications consultant and President of Donadio and Associates will be the presenter.

THE LEGAL ENVIRONMENT OF VOLUNTEER REFERRAL AGENCIES

Stephen McCurley, 7747 Kerbaugh NE, Olympia, Washington 98506-9535, 206/491-0885

(No Abstract Submitted)

This session for Volunteer Centers will be a discussion of the potential legal problems in the operation of volunteer placement and referral systems, as well as other Volunteer Center programs such as alternative sentencing placement, skills banks, management assistance programs, youth community service etc. Learn, discuss ad compare with other Centers as Stephen H. McCurley, VM Systems, facilitates the session.

MANAGING CONFLICT WITH AND AMONG YOUNG PEOPLE

Madeleine Trichel, Interfaith Center for Peace, 30 West Woodruff Avenue, Columbus, Ohio 43201, 614/294-9019

(No Abstract Submitted)

Madeleine Trichel leads a lively session on successfully dealing with the problems that are unique to the "younger generation" and the resolutions that bring about contributing volunteers to your agency. Conflict resolution skills can be used in personal and professional situations.

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